

# CURRICULUM JOURNAL

JANUARY, 1939

VOLUME 10: NUMBER 1

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PUBLISHED BY  
THE SOCIETY FOR CURRICULUM STUDY

## SOCIETY FOR CURRICULUM STUDY

A professional organization including the following workers: curriculum directors in county, city, and state school systems; other administrative and supervisory officers who are primarily interested in curriculum; classroom teachers who are working on special curriculum problems; research workers and authors of curriculum studies; college and university instructors; curriculum workers in non-school organizations; and others who are especially interested in this professional field. Correspondence concerning the business of the Society should be addressed to the Executive Secretary.

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## CURRICULUM JOURNAL

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The CURRICULUM JOURNAL is issued eight times a year, monthly except June, July, August, and September, by the Society for Curriculum Study. The publication office is located at the George Peabody College, Nashville, Tennessee. The subscription price is \$2.50 a year; foreign postage, 50 cents; Canadian postage, 30 cents. Single copies are 50 cents each. Entered as second-class matter, January 13, 1937, at the post office at Nashville, Tennessee, under the Act of March 3, 1879. The articles in the CURRICULUM JOURNAL are indexed in the *Education Index*.

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# CURRICULUM JOURNAL

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## NEWS NOTES

*Rural Curriculum Development in Hawaii.* For some years the knowledge that the curriculum of the rural school in Hawaii is deficient in material dealing with the community has been borne in upon the thinking of those interested in education in Hawaii. Hawaii is chiefly an agricultural territory and the rural school curriculum has taken too little cognizance of this fact. The commissioners of public instruction have adopted the policy that local principals may adapt the curriculum to meet the needs of their communities. This is an excellent policy, but as a matter of fact, principals and teachers are exceedingly busy people usually, presiding over work which quite well occupies them with carrying out traditional curriculum material and activities. To develop new activities that are real and meaningful and that tie the school and community together is a problem requiring not only skill and experience, but also adequate time. Realizing this fact, one of Honolulu's local charitable foundations, the Juliette M. Atherton Trust, recently brought to Hawaii from Smith College, Miss Elizabeth M. Collins, a specialist in elementary curricula and in reading. Miss Collins spent several months in the rural schools of one of the districts of Hawaii, working with principals and teachers and developing activities that disclosed the beauty and possibility of rural life. Then during the summer

months, she conducted classes at the summer session of the teachers college along the same lines. Her recommendations have been exceedingly valuable, but what is more important, the definite activities that she worked out in detail with the teachers and the pains that she took in assisting the teachers to put these activities into practice have resulted in marked progress in these rural schools. It is hoped that Miss Collins' work may be continued during the school years 1939 and 1940 and following, and that the curriculum of the rural schools of Hawaii may become outstanding examples of a vital relationship between school and community, the schools using to the fullest advantage all of the facilities of farms, hills, beaches, and ocean to extend the learning experience of the children.

*Conference of Inland Empire Curriculum Society.* The fall meeting of the Inland Empire Curriculum Society was held recently in Seattle, Washington. W. Virgil Smith, Assistant Superintendent of Seattle Schools, presided over the morning session. Dean Willis L. Uhl of the University of Washington opened the program with a very interesting discussion of "Experimental Curricular Development." Wilbur Dutton, Supervisor of the Eugene, Oregon, public schools, described the new core curriculum that

has been organized for the Eugene schools. Of special interest at the Conference were the next three reports which described experimental curricular programs in three Washington junior high schools. Principal E. G. Shimmin described the work at George B. Miller Junior High School in Aberdeen, Washington; Principal E. H. Butler told of the experiment which he has been supervising in the Allan C. Mason Junior High School in Tacoma, Washington; Principal W. H. Dunn of the Shumway Junior High School in Vancouver, Washington, described a most interesting project which he has conducted at his institution. As a final report on the morning program, Mr. C. C. Lame of the Lewiston State Normal School described some features of the Idaho program for curriculum improvement.

The second session of the Conference was held at a luncheon meeting over which Dr. Edgar M. Draper of the University of Washington presided. A very interesting ninety-minute period was devoted to a serious discussion of the experimental programs which were described in the morning session. At a meeting of the executive board, plans were discussed for the Spokane meeting which is to be held next April, the theme of which will be *The Core Curriculum*.

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*A Letter from Alaska.* Palmer is an agricultural community, with a farmers cooperative in control of almost everything except the school. Our children live in the country and are brought to school by seven buses. This school is divided into a six-year grade school and a six-year high school. The day of the grades is divided into thirds and that of the high school into

halves. This allows everyone to have use of the gymnasium during our long winters.

The students have a cooperative government which operates various student enterprises. All of them are financed by a central banking system and all profits on them are prorated as follows: senior class, twenty per cent; junior class, twenty per cent; library, ten per cent; student loan, ten per cent; general fund, ten per cent. The classes spend their own money. The superintendent's office handles the library account. The student executive council handles the general fund for the benefit of the entire student body. The student loan fund is for the purpose of loaning money to graduates that are trying to work their way through college.

Our students who take a full course in commerce, vocational agriculture, or vocational homemaking do two months of apprenticeship work during their last year. This work is done here in the Civic Center under the guidance of the instructor and the supervision of some employee of the Cooperative. During this apprenticeship, the students attend school in the morning and work in the afternoon. —HAROLD L. THUMA, *Superintendent, Palmer, Alaska.*

1

*District of Columbia WPA Curriculum Project.* The appointment of a curriculum staff for the District of Columbia marks a distinct forward step in adult education and prepares the way for a program of curriculum development, particularly in the foundation fields, which will have nationwide significance.

The foundation fields provide all types of educational programs for

adults who in childhood and youth had few opportunities to study. These students have mature and varied interests and many problems. Books and other reading materials which they can understand, however, are seldom available in the fields of their needs.

The WPA Education Program of the District of Columbia has long recognized the need for better materials and methods. The teachers have gone far in making adult education a vital force in the lives of the more than 4,500 enrollees. The very fact that the program has been well conceived and developed emphasizes the inadequacy of the materials available, and the desirability of a broader program of curriculum development, hence the appointment of a curriculum staff for that purpose.

The members of the new staff are persons who have made outstanding contributions in similar types of work in programs in other states. Mr. Edgar H. Elam, formerly of Tennessee, will direct the work, and Miss Frances O. Thomas and Messrs. William W. Champion and James A. Pawley will work under him as curriculum specialists. They will work closely with the district supervisors and teachers in every phase of the program. It is expected that the pamphlets and other materials produced here will be of value to similar programs in all parts of the country. With this in mind, the group will work closely with the staff of the national office of the WPA Education Program.

*Curriculum Planning in Utah.* State Superintendent Charles H. Skidmore of Utah has appointed an elaborate organization of committees both vertical and horizontal to assist the state

committee in the formulation of a new state course of study. The members of the state committee include: Dean Milton Bennion of the School of Education, University of Utah; Superintendent Owen L. Barnett of the Nebo School District; Superintendent G. J. Reeves of the Carbon County School District; L. John Nuttall, Jr., Superintendent of Salt Lake City Schools; Dr. Calvin S. Smith, Superintendent of Granite School District; N. J. Barlow, Superintendent of Iron County School District; and Assistant State Superintendent David Gourley, who is the secretary. The chairman of the committee at the elementary school level is Miss Jennie Campbell, State Director of Primary Education. At the secondary school level the chairman is Dr. B. K. Farnsworth, State Director of Secondary Education. At the level of higher education the chairman is Dr. John T. Wahlquist, Professor of Education at the University of Utah.

*Wisconsin Schools Adopt Building America as Text.* After a careful analysis of available printed materials, a group of superintendents in Wisconsin selected *Building America* as a text in social science for the junior high school. Among the criteria used in the selection of *Building America* were accuracy, impartiality, vocabulary, interest, and economy. A plan was worked out whereby each county selected nine issues which were especially bound into a single volume for local use. Each county developed instructional guides to be used in studying the problems that made up the course. The teacher's guide which accompanies each issue of *Building America*, together with the bibliography, were helpful in making these plans.

*John Dewey Society Prepares Yearbook on the Curriculum.* Democracy and the Curriculum: The Life and Program of the School is the title of the Third Yearbook of the John Dewey Society. The book will be published on January 2, 1939, in order to encourage the discussion of the theses of the book in advance of the meetings of the Society during the last week of February. The report will be the subject of discussion of one main program and in several small groups at Detroit, February 22-25. On Sunday afternoon and evening, February 26, the report will be discussed at the annual meeting of the John Dewey Society in Cleveland. The volume is divided into five parts: The Social Order and the School; The Creative Resources of America; The Culture and the Growth of the Individual; The Life and Program of the School; and Democracy and the Curriculum. The authors of the book include: Harold Rugg, Chairman and Editor; George E. Axtelle, Hollis L. Caswell, George S. Counts, Paul R. Hanna, Pickens E. Harris, L. Thomas Hopkins, William H. Kilpatrick, J. Paul Leonard, and Caroline B. Zachry.

*A Yearbook on Grade Placement.* Part I of the Thirty-Eighth Yearbook of the National Society for the Study of Education will be titled *The Curriculum in Relation to Child Development*. This book is being prepared by a committee under the chairmanship of Carleton Washburne. Included in the committee and associated contributors are such experts in this field as John Anderson, Fowler Brooks, Leo Brueckner, Frank N. Freeman, Ernest Horn, Kai Jensen, Arthur Jersild, Harold Jones, Paul McKee, Norman

Meier, Ruth Strang, Ralph Tyler, and Chairman Washburne. This Yearbook attempts to assemble all the available evidence concerning the grade placement of materials of instruction.

*Experimental Work at Little Rock, Arkansas.* As a phase of the curriculum program in the Little Rock, Arkansas, Public Schools, twenty experimental classes are under way at the present time. Ten of these on the junior high school level are attempting to coordinate the social science and English materials into a social studies course. They are also attempting to bring in subject materials of the other departments as their needs require. On the basis of successful experience over a two-year period, four additional classes in remedial reading for the junior high schools were organized this year. An attempt is being made to eliminate much of the nonfunctional drill work in business training and arithmetic. In Grades VII and VIII an effort will be made to consolidate desirable units into an improved course in functional mathematics for Grades VII and VIII. An elective course in speech arts and forum work and another in typing and stenography for the senior high school have been completed during the year.

*Curriculum Department Publishes Health Text.* The Denver Public Schools have just published a textbook in health, entitled *Be Healthy*, through the J. B. Lippincott Company. The publication of the book was directed by the curriculum department. Mrs. Crisp, a member of the biology committee, was the principal author, but she was assisted by many other persons in the Denver Public Schools.

Since the work of the authors was done in connection with their school duties, all the royalties on the book will be paid to the Denver Public Schools.

*Education Association Holds Unique Study Meetings.* At the recent sectional meetings of the Colorado Education Association approximately one-half of the sessions were based upon a carefully prepared Study Guide. About 6,500 teachers broke up into fifty study groups to discuss the various issues set forth in the Study Guide. Previous to that time many of the schools from which these teachers came had studied these same issues. At later sessions of the convention these same issues were discussed again in a general assembly. Microphones were placed at convenient points in the City Auditorium and everyone was invited to participate in the discussion. Everyone studied the same problem, which was chosen for the purpose of changing school practices throughout the state. The theme of the convention and of the Study Guide was "The School and the Community."

*Reorganization of Social Studies Program.* The New Mexico State Department of Education has developed a new social studies program which is issued through the Curriculum Laboratory of the University of New Mexico. The material was prepared largely by committees attending the summer curriculum classes at the University of New Mexico. The new course of study is organized around areas of living common to group life, which include: securing food; securing clothing; securing shelter; trans-

porting goods and people; communicating one with another; earning a living; conserving human resources; conserving natural resources; cooperating in social and civic action; and exploring the natural world. Future publications will present a record of classroom experiences. The materials were developed under the direction of Miss Marie M. Hughes, Associate Director of the New Mexico State Program for the Improvement of Instruction.

*A Complete Social Studies Program.* From the Seattle Public Schools comes an illustrated course of study in social studies, entitled *Living Today—Learning for Tomorrow*. The publication covers the complete sequence from the kindergarten through high school. The organization is based upon areas of social content and does not pretend to be a new synthesis around themes or centers of interest. Interrelation of subject areas without a complete breakdown of boundaries is encouraged. The way is pointed for the utilization of language, arts, music, physical education, and other fields as they give promise of deepening understanding and heightening appreciation. There is provision for an abundance of non-textbook material, such as slides, motion pictures, and imaginative literature, together with emphasis on firsthand studies of community resources—civic, cultural, and industrial.

*The Social Process Approach.* The Maryland State Department of Education has just issued a bulletin of suggestive curriculum materials in the social studies for the intermediate grades. The purpose of the bulletin is to show

how the unity of group living may be grasped by organizing learning activities around the *social processes*. Miss M. T. Wiedefeld, State Supervisor of Elementary Schools, who prepared the bulletin, attempted to interpret the point of view of Marshall and Goetz as set forth in *Curriculum Making in the Social Studies*. Portions of the publication were contributed by Dr. Marshall and a group of Maryland teachers who worked with him during the 1938 summer session at the University of Maryland.

†

*School Groups Present Radio Programs.* The third year of the curriculum revision program in the school system at Grandfalls, Texas, is under way with results constantly improving. Student radio broadcasts are proving to be a helpful feature. About a year ago, by the courtesy of Station KIUN, Pecos, Texas, a series of half-hour Saturday broadcasts was begun. The nature of the programs has varied according to the school group presenting it. This year the elementary school is carrying on these Saturday broadcasts. The general program of presentations is under the direction of Mrs. Joe B. Brandenburg, elementary principal, and each program is planned and prepared by the individual grade teacher and her pupils. The broadcast serves as a stimulating culmination of the unit of study carried on in the regular classroom procedure. The teachers have reported that the use of radio programs has increased interest, effort, and the general success of the school program. Parent reaction in increased interest and cooperation has been apparent.

*Curriculum Revision at Dunellen, New Jersey.* Through the cooperation of Rutgers University and the local Board of Education, Dr. Albert L. Hartman has been secured to assist a group of twenty Dunellen teachers who are endeavoring to revise the courses of study in social studies, arithmetic, and elementary science and nature study. This help is in reality a three-point credit course at the University, and the whole cost is being borne by the local Board of Education. In addition, the Board is making available to the teachers, through purchase and borrowing, practically all the material needed for this work. Dr. Hartman, a member of the Montclair, New Jersey, Public School personnel, has for years been actively engaged in curriculum construction.

†

*Cooperatives in the Curriculum.* The Committee on Cooperatives of the National Education Association has recently issued a report consisting of a series of suggestive units for use in the high school curriculum. A report shows how a study of the various phases of cooperatives may be introduced into most of the subjects of the curriculum. It contains a description and a historical sketch of cooperatives, a comparison with the competitive system, and suggestions for the organization and management of a cooperative. The publication was prepared by the following committee: Albert M. Shaw, Los Angeles Public Schools, chairman; Sara C. Ewing, teacher, public schools, Indianapolis; Herbert G. Lull, head, Department of Education, Kansas State Teachers College, Emporia; Mary B. McAndrew, superintendent of schools, Carbondale, Pennsylvania; and Graeme O'Geran, professor of economics, Syra-



cuse, New York. The report may be secured by sending twenty-five cents to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

*Teachers College Curriculum Revised.* Following the ruling of the State Board of Education of Indiana, requiring four-year preparation for teachers of elementary grades, the standing Curriculum Committee of the Indiana State Teachers College was charged with the responsibility of adapting the pattern set up by the state in the light of our philosophy and resources. The faculty is experimenting with the Freshmen to see what further adaptations are necessary. It is also attempting to discover to what extent contacts with the Laboratory School during the junior college period are an asset or a liability.

*Objectives of Student Teaching.* During the school year, 1937-38, a committee of Ohio Wesleyan University made an intensive study of the objectives of student teaching. This committee was composed of student teachers, members of the laboratory school staffs, and members of the Education Department. These objectives have gone through several revisions and are now in a form in which they may give useful guidance to the student teaching program. They represent a point of view in line with progressive education. They recognize the importance of pupil development, the integration of experiences, the utilization of pupil interests, the necessity of wholehearted pupil participation, and the desire for a comprehensive evaluation program. Copies of these objec-

tives may be secured by writing to C. O. Mathews, Ohio Wesleyan University, Delaware, Ohio.

*Improvement of Teacher Education.* At the Illinois State Normal University, much intensive work has been done on the pre-service curriculum for teachers in elementary schools, to get it on an integrated basis. The change from quarter to semester system in 1935 made necessary many shifts in placement of certain sections of the materials taught. The development of a four-year course for elementary teachers has taken much planning. This work was under the leadership of Dr. Margaret Cooper, Director of Elementary Education. Last year, with Dr. Stella Henderson as chairman, special emphasis was given to suggestions for revision of the program for secondary teachers—to incorporate some of the best features of the elementary curriculum. Among these are more observation of actual teaching to bring about a closer tie between theory and practice and fewer and more closely related courses in education.

*Brief Notes.* The Nevada State Department of Education is revising the elementary course of study. It will be ready for distribution after the first of January, 1939. \* \* \* Dr. Fanny W. Dunn has accepted the chairmanship of the Rural Education Committee of the Society. \* \* \* *Campus Activities*, a volume based on nineteen surveys of as many aspects of campus life and prepared by the Stanford Student Leadership Seminar, was published in June, 1938. It was edited by Harold C. Hand, of Stanford, who



served as chairman of the Student Leadership Seminar whose members studied approximately a score of the different aspects of the "informal curriculum" of American colleges and universities. \* \* \* The Missouri State Department of Education is working on the revision of the secondary school curriculum under the direction of Mr. L. A. Van Dyke. The courses will be produced by committees composed of teachers representing the whole state. \* \* \* The Michigan Education Association is making a study of the social basis of education with the help of four social scientists from the College of Literature, Science, and Arts of the University of Michigan. A forthcoming yearbook will embody the results of this investigation. \* \* \* The Colorado State Department of Education is engaged in the preparation of a *Course of Study for Secondary Schools* organized under the direction of a central directing committee and nine subcommittees in charge of the various subject units. Prominent educators from the universities and public school systems of the state constitute the personnel of the committees. The units will be published in separate volumes and will supplement the *Colorado Course of Study for Elementary Schools* published in 1936. \* \* \* Under the leadership of Dr. H. B. King, Assistant Superintendent of Public Instruction in Charge of Elementary Education, several committees of elementary supervisors and principals have developed music guides for integrated

curriculum units in Grades I to IV. The suggested musical activities are to be carried out during the regular social studies period and are in addition to the regular music work taught during the scheduled music period. Glenn Gildersleeve is Director of Music Education of the Delaware State Department of Public Instruction. \* \* \* New courses in English and social studies for the seventh and eighth grades are currently being developed in the Chicago Public Schools. The principal change will involve the development of a new course centering around the study of Chicago in Grade VIII. A group of workshop schools is cooperating in this work. There is some interest in the development of the curriculum for children in the first grade whose maturation level is not sufficiently high to warrant their beginning to read.

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*Changes in Position.* Mowat G. Fraser of the University of Michigan becomes the Dean of Winthrop College, Rock Hill, South Carolina, on February 1, 1939. \* \* \* Nelson L. Bossing, Professor of Education at the University of Oregon, has accepted a position as Professor of Secondary Education at the University of Minnesota. His special field will be secondary school instruction, including both curriculum and method. Dr. Bossing will fill a vacancy left by Dr. Harl Douglass, now of the University of North Carolina, and will assume his duties on January 1.



## A COLLEGE AND ITS COMMUNITY

By RALPH M. LYON  
Furman University

MORE THAN a century ago the Board of Trustees of Lane Seminary concluded that "education must be completed before the young are fitted to engage in the collisions of active life." They wanted to insulate the students from a consideration of the slavery question and any other discussions that were "calculated to divert their attention from their studies." This conception of the function of higher institutions has a large following in practice today. Recently the president of a college in Wisconsin is reported to have remarked that it is impossible to train students for life in the world because the world changes too rapidly. In his opinion the college should provide a retreat from life where the students can cultivate a calm, philosophic poise. This issue is basic to the discussions which have been occasioned by the writings and speeches of President Robert Maynard Hutchins and others who have advocated a general education based very largely upon a verbal consideration of the great books of the past.

Can students have full and rich learning if they merely study "words about" movements, problems, and experiences of the past? Is there much chance that college men and women will understand the relation of the past to the present unless the modern applications are constantly emphasized? Does actual participation in phases of community life have more promise of showing the relation of "book study" to the world of affairs than the verbal regurgitation of facts

which has characterized so much of our higher education? Can a college actually educate students if it remains largely isolated from the stream of life about it?

The President of Furman University, who believes that a college cannot "live upon its hill," shut off from life outside, has been instrumental in effecting a relationship between his college and the community of Greenville, South Carolina, which has resulted in richer learning in the social science courses than has previously been possible.

Under a grant from one of the large foundations a group of fifty citizens of Greenville city and county, headed by Dr. B. E. Geer, the President of Furman, has been guiding a program of general community improvement which is designed to help the people discover their assets and liabilities and in the light of these findings plan programs for general community betterment. Staff members of the Greenville County Council for Community Development, which is the name of the organization sponsoring the program, have a unique relationship to Furman University, an institution composed of two coordinate units, Furman, the college for men, and the Women's College of Furman University. The Council staff members, who in most cases are members of the Furman faculty, give courses in their fields of special preparation in the college. The programs which they are directing under the Council serve as laboratories where students may do

actual research upon social problems and participate in many aspects of typical rural and urban life. Departments which are thus affiliated with the Council are education, sociology, political science, economics, speech, and religion.

The significance of this arrangement may be indicated by a description of the way students function in the enterprise. Detailed studies of social agencies in the city and county of Greenville, which were made by sociology students, have resulted in the coordination and integration of social activities. The interracial committee of the Council requested a class in Social Problems in the college to make an exhaustive study of the Negro in the city and county. White and Negro members of the interracial committee, white and Negro students, and staff members have investigated housing, education, relief, recreation, and related social and economic problems in the Negro communities. These findings are being used as the basis for the Council's program in this area. Last year the staff and a few graduate students made a study of Negro school houses which has brought about marked improvement in the physical plants.

A class in municipal government, working with interested citizens, has investigated city zoning. An ordinance growing out of the findings of this study is being prepared by the city council. A report on traffic and safety, which was the basis for changes in the city laws, was made by another committee of students in the political science department.

Forums in the rural areas have been directed by students and staff members in the departments of sociology, po-

litical science, education, and economics. Crop control, soil conservation, and the future of cooperatives were among the topics discussed in these meetings.

Students in a class in adult education have assisted in leading and directing a program of general improvement in seven rural communities which center around a consolidated high school. Another class of education students, at the request of the education committee of the Council, has made studies of teacher-turnover and retardation in the schools of the county. Reports on these and related topics were made by the students at a forum for trustees and principals sponsored by the County Board of Education. The findings of these studies are being used to guide the education committee of the Council in formulating its program.

Students in the departments of music, dramatics, and economics have also assisted in certain phases of the community program. During the coming year it is hoped that the activities in these areas will be broadened.

A large number of students in the college are preparing for the ministry and religious service. A college course in religious education is being used as a laboratory for improving church services and young people's meetings in the rural areas in the county.

A small number of graduate students are doing research which bears upon the social life of the county. A Middletown-type study is being made by the superintendent and principal of a town school. Citizens, teachers, and school children have participated in this research. It is hoped that from it will come, not merely a creditable master's thesis, but the basis for curriculum modification in the

school and changes in the community life as well. Impressionistic religious sects have been a problem facing many phases of the general program. A study of these denominations has been the subject matter of another master's thesis. Two other graduate students have completed studies of propaganda in the city of Greenville and the peace attitudes of various groups.

During the 1938 summer school the executive secretary of the Community Council is holding a seminar in "Social Planning." The students in this course are, for the most part, teachers and principals who are carrying forward projects of community development in this and other counties. Analysis of problems encountered in the field and techniques for developing solutions to these problems are being considered. Actual participation in some community enterprise is a requirement for each member of the class. Scheduled, weekly, individual conferences are used to personalize the project. Readings are related to each individual problem.

The experience of two years has led seven staff members and professors to plan a course for college students during the 1938-1939 session which ought to come nearer the ideal of actual participation in community life than has heretofore been possible. The course is entitled, "Group Leadership," the subject matter of which has been developed by the faculty members from problems encountered in the program. Only students who are members of some group will be admitted to the course. One meeting of the class will be conducted as a discussion with problem sheets, while the other two sessions will be organized as special interest groups. All seven professors will attend the general meeting. One of the seven professors will have charge of each of the special groups for the two remaining periods.

Although the community program has been in operation less than two years, it is evident that college courses in the social sciences have been revitalized and that the community as well as the students have profited.



## HOUSING AND THE CURRICULUM

By HAROLD F. CLARK  
Teachers College, Columbia University

THE FEDERAL GOVERNMENT will spend tens of millions of dollars for the construction of monumental public buildings. But hardly a sample of really good low-cost housing will they provide for the mass of the people.

Where is the county seat in the United States that has not attempted to build a monumental courthouse? The dog-catcher and the man who issues certificates for plumbing must have a monumental city hall or courthouse in which to work. It would be unreasonable, however, to expect that same city to provide any sample of good housing for its people! The man who issues the certificates for plumbing may work in a palace. Whether the plumbing is to be installed in a hovel or whether there is to be any plumbing at all is relatively unimportant! It takes a marble palace of the best Greek tradition to house a labor bureau. That laborers live in shacks, however, is a thing to be expected.

Such conditions are a heritage of our past. The kings and rulers of yesteryear were obliged to enter the monumental government buildings, hence the effort to make the buildings appear like palaces. Now, however, for some hundreds of years in various sections of the western world the common man has presumably been in control. But the forces of tradition have been too strong for him, and so he goes on building as in the days of the kings.

Our schools have done their part also to perpetuate this situation. Our history books tell us of the palaces of old, and little or nothing is mentioned

of the wretched conditions under which most of the people lived. The geography and history books show pictures of our state and national capitols, of our skyscrapers and union stations. They are strangely silent about the quality of the homes of the workers of the land. Such a situation will not last forever. Sooner or later the schools will catch up with the change that has occurred in the outside world. And probably within the next five hundred or one thousand years the curriculum in the school will really begin to devote some attention to the housing of the average man.

Some basis for hope has already appeared upon the horizon. The better school systems are devoting enough attention to the housing of the people to insure some reasonable understanding of this problem. We have learned enough from a few urban and rural communities that have been experimenting on teaching housing to feel fairly confident of the form in which a comprehensive discussion of housing will appear in the curriculum.

In the early days of the discussion of this problem it was common to assume that we could deal with the question of housing adequately by a casual reference to it in the history or the geography class, or perhaps by introducing a reference to the cost of housing in the arithmetic problems. Even when the more progressive schools began to introduce units on housing a somewhat chaotic situation developed. The reason for this was that one pupil might have a unit on housing in the third grade, another

pupil might not get it till the sixth grade, and still another pupil might not get this first unit on housing until the eleventh or twelfth grade. Clearly, then, a somewhat more satisfactory solution to the problem had to be found. That solution is indicated by the actions of many schools widely scattered over the world.

In Mexico, for instance, there are a few schools that discuss the problem of housing and continue to do so until everyone in the school system has a reasonable understanding of the possibilities of housing in terms of that particular village or community. There are schools in China that have introduced a comprehensive discussion of the problem of housing.

In many of these schools the ordinary subjects are taught in connection with housing. For instance, the subject of arithmetic is taught in relation to housing, which is certainly more usable than arithmetic taught in the abstract. Science is likely to function more and actually be better understood if taught in connection with the real problems of the village or the city. The history of housing is as important as the history of kings and warriors, of slaughter and destruction. The geographical influences on housing are as important as the geographical influences upon imports and exports, commerce and finance. In other words, today housing has become one of the focal centers of the school curriculum.

If I were outlining methods of dealing with the problem of housing in a modern school, I would suggest that it become one of the major centers of the whole school program. Along with the items of food and clothing, housing would become a unit that would be discussed throughout the

entire school period, from the kindergarten to the end of the junior college. Each student would study various aspects of this problem until he left school. When we realize that two-thirds of the energy of the American people is used in providing food, clothing and shelter, we could see why it would be important to keep these items in the school program continuously.

In the first grade, under such a program, the children would consider the general types of housing in their local community. They would be shown pictures of other types of housing. Very soon a discussion would develop as to the adequacy of that housing. In the second grade the problem of housing would be explored a little further. More information would be obtained about houses in other parts of the community or the city. Picture books would be secured that displayed the types of housing of other places in the world.

In the third and fourth grades further work on the history of housing in other lands and other times would be studied. By the fifth and sixth grades more important problems affecting the cost of housing and certain standards for good housing would be discussed in relation to play space, for example. By the seventh and eighth grades factors such as city and regional planning in connection with housing, the adequacy of traffic facilities, possibilities of getting to school without crossing streets at grade level, and similar problems would be thoroughly investigated.

In the high school problems of cost of construction, newer types of materials, of financing and business arrangements would be dealt with. In the junior college the details of a com-



prehensive program of good housing for all the population would be considered, and the social, economic, and governmental factors would be discussed. The possibilities of private and public housing would be investigated. The necessity for drastic changes in the organization of the building industry would be shown. The relatively high cost of housing as compared with many other items would be considered.

In brief, the problem of housing

would be one of the major units around which the school curriculum would be built. A discussion of this item would continue throughout the entire program of general education.

The problem of housing is far more important than most of the material taught in the present school curriculum. A comprehensive program of considering the housing of all the people should be introduced into all the schools and should be studied from the kindergarten through the college.



## ANNUAL MEETINGS OF THE SOCIETY

*Saturday, February 25, 9:30 A. M.* Problems of Evaluation and the Improvement of Instruction. A comprehensive concept of evaluation; a survey of recent developments in the field of evaluation; relationships between evaluation and the improvement of instruction; discussion; summary.

*Saturday, February 25, 12:15 P. M.* Third Annual Luncheon. A review of the activities of the Curriculum Society; a report on *Building America*; the work of the Planning Committee and the future of the Society.

*Saturday, February 25, 2:30 P. M.* Effective Procedures in Curriculum Development. A general survey of techniques and procedures of curriculum development; studying the community; workshop experiences; curriculum laboratories; discussion; summary.

*Sunday, February 26, 8:30 A. M.* Breakfast Meeting of the Executive Committee.

*Sunday, February 26, 4:00 P. M.* Meeting of the Editorial Board of the CURRICULUM JOURNAL.

*Monday, February 27, 9:00 A. M.* State Curriculum Programs. Program being arranged by Edgar M. Draper, Chairman of the Committee on Regional Conferences and Meetings: Initiating and developing curriculum improvement programs in states and regional areas.

*Monday, February 27, 2:15 P. M.* Joint

Session with the Department of Supervisors and Directors of Instruction and the National Council of Childhood Education. Research studies on the growth of the child as a whole.

*Monday, February 27, 2:30 P. M.* Joint Session with the American Educational Research Association. Research and the development of the curriculum: the community survey in curriculum development; bilingual children in school; mathematical concepts in social studies readers; synthesis of research findings on general aspects of curriculum development.

*Tuesday, February 28, 9:30 A. M.* Joint Session with the National Association of Research in Science Teaching. The future of science research as a social force; science as an organized field of study; science in general education; the place of science as revealed in recent programs of curriculum development; discussion.

*Wednesday, February 29, 9:30 A. M.* Joint Session with the Department of Supervisors and Directors of Instruction, the National Council of Childhood Education, and the Department of Elementary School Principals. Implications in research studies on the growth of the child as a whole: for the curriculum; for school organization and administration; for growth records and reports; discussion.

The program is being planned by Gordon N. Mackenzie and J. Cecil Parker.



## AN EXPERIMENTAL SOCIAL STUDIES CURRICULUM

By ALMA M. JENSEN  
University of Minnesota

THE COLLEGE of Education of the University of Minnesota and the State Department of Education have been cooperating in a curriculum experiment in which various units of a tentative social studies curriculum have been tried out at all grade levels in different types of schools of the state. The program was tried out in four teachers colleges, one small town high school, and five rural schools.

The tentative curriculum was developed at the University of Minnesota over a number of years in an education seminar under the direction of A. C. Krey and E. B. Wesley. The underlying philosophy of the program is explained more fully in a recent publication by Dr. Krey.<sup>1</sup>

In general, it is the aim of the new curriculum to develop in the pupil, year by year, a greater fund of information about, and understanding of, the community in which he lives and the broader implications of the activities he observes; a more vital interest in these activities and an appreciation of their dignity and worth; and greater skill in finding and using the many sources of information which will contribute to his understanding.

The experiment had as its main objectives: (1) to find if the curriculum on trial has more to contribute to the realization of establishing objectives than has the conventional course; (2) to evaluate the flexibility of the program; (3) to find the difficulties arising with the introduction of a new course of study; (4) to get sugges-

tions for improvement of the course, especially as it pertains to utilization by specific types of communities.

The census reports, records in the superintendent's office, and personal visitations constituted the initial step in making tentative selections. Each teacher invited to participate in the experiment was asked to check the material available in the school. She was asked to report to the conference a general picture of the community, its activities, and interests. Intelligence, reading, and achievement tests were administered in the schools by the field workers. The resulting information served as a measure in securing control groups with which to compare the results obtained in the experimental groups at the end of the year. The resulting paired groups were as nearly alike in intelligence, achievement, equipment, environment, community, and teacher as it was possible to get.

A field worker gave each cooperating teacher a very limited amount of assistance. The teachers with rural, elementary, or high school interests met in groups to discuss the possibilities and developments of the curriculum as it pertained to their immediate needs. At times they had individual and group conferences with the field worker and others directly interested. In the rural centers there were conferences, administration of tests, visitations, and comment on weekly progress reports. Classes were visited as often as possible. The teachers secured most of the material used. The state and local librarians were very helpful.

<sup>1</sup>A. C. Krey. *A Regional Course of Study*. Chicago: Macmillan Company, 1938.

The rural teachers who worked on the experiment had little or no difficulty in adapting the various units to fit in with the interests in their particular localities. The following are illustrations of a few of the things that were done.

In our most isolated rural district where the fuel supply consists entirely of wood, instead of using *How Our Houses Are Heated*, suggested for Grade III, the story of the wood that was used for fuel, how it is cared for, and what kinds are best was made the point of departure; and with this as background the children were introduced to ways of heating homes in other localities. The material on transportation as outlined for the lower grades was not used as given. None of the children were experientially familiar with streetcars, buses, or airplanes as a means of transportation. They were used to wagons, sleds, and automobiles. There was no paved highway in this community so the deciding factor as to what means of transportation they would use was the condition of the roads. Consequently "roads" was used as the focal point of interest in discussing transportation.

A teacher in a more modernized community where a cooperative ice plant with locker equipment for meat storage had been built used this as a means of introducing several of the topics in Grade II pertaining to food. This same teacher worked out a unit on potatoes that was especially interesting. The whole project grew in a most natural manner out of questions arising on the playground. As the children were playing several loads of potatoes were seen on the way to the nearest distributing point. One child wondered how many there were, another where they were going and who

would eat them, another how many had gone out from there the last ten years. The teacher recognized an opportunity, seized it, and out of it grew a most interesting lesson. Before the questions asked had been answered much history, especially Minnesota history, had been covered in time and space, a "world" of geography was involved, economic laws of production and consumption crept in, governmental control and the social significance of that particular industry were touched upon, and the use of a variety of standard reference material such as the *World Almanac* was introduced. The project is still growing in the minds of the boys and girls, but as a school enterprise, it culminated in a movie worked out to tell the story of potatoes in that section of Minnesota.

Another teacher in working on the unit on the post office started her work by having the rural mail carrier come to the school to talk to the children. He had served the community in that capacity for many years and he represented the most direct connection the children had with the postal service. Activities connected with this project were initiated in terms of how they would be transacted under rural conditions, but before they were through they were familiar with what had preceded the service that we are enjoying today, the concomitant factors in its possibilities, and were "using" the postal facilities of all parts of the world.

The experiment has given many and varied examples of possibilities of community utilization and ways of weaving local interests into the social web as well as enlarging the web to create additional possibilities.

Supervisors who are in a position to judge say that the new program has

done much to emphasize the basic realities and has created a greater thoughtfulness in using the current and the local as something fundamental rather than as a ready means of creating interest.

Only a few examples of some of the fine work done in this part of the program will be cited here. In one very foreign and rather isolated rural district the children were asked to learn all they could from their parents, grandparents, or others about the experiences that had been encountered in coming to Minnesota and establishing their homes here. It was very evident in this particular case that it was the first time that the past experiences of these people had been treated as an important part of the school program. Simply written, but to the point, some of these stories were full of thrilling adventure and events that could be identified with the outstanding events of American history, especially from the time of the Civil War to the present. As a result the history work became something meaningful as part of the very community in which the pupils lived and the parents became aware of being a part of that about which the children were studying.

Our civilization today as a cumulative process manifested in the buildings, organizations, and activities of our own community was presented in a forceful and interesting manner around the theme "From Rome to Moorhead." A booklet bearing this same title was so rich in content and so well worked out that it deserves a place in the library.

The starting point for the work was an account of what the Romans had done that we read about today. Accomplishments and activities such as

architecture, art, religion, education, laws, and languages were listed. Then the community was explored for evidences of Roman contributions in use today. Pictures were taken of buildings and bridges so they could be compared with those of Roman structure. Roman numerals as found on the cornerstones of buildings were noted. Pictures of Roman buildings that had found a place in the college halls were studied. A statement that all Roman laws were bad was challenged and one of the results was that the state attorney was called in to tell what features of Roman law are used in Moorhead today. Latin classes were visited and the youngsters became interested in the Latin language as basic to our own. This same class, in studying Feudalism, some time later worked around the theme "From Serf to Sharecropper." In this instance the community had extended to include the whole United States.

In a small town high school a girl in the eleventh grade chose as a topic for individual report the activities on the farm where she lived. Her father was interested in purebred, registered stock. She was permitted to bring certificates of registration and transfer for use in her report. These led to interest in the problem of the economic significance of registration, the governmental control necessary, and the social importance to the community. From these they reached out to the activities and organizations near and remote that had any bearing on the work her father was engaged in. Before her report was finished it had indeed reached "world-wide" and "time-deep" proportions. Another girl in the same class chose as her subject the iron mines of Minnesota. A very interesting section of it was re-

ferred to as "Benjamin Franklin and the Iron Mines of Minnesota." The historical, political, social, and economic implications that grew out of this were manifold.

The results obtained by administering the Wesley and Morse tests at the beginning and at the close of the experiment show that the pupils in the experimental groups attain the objectives they measure to a greater extent than do the pupils using the conventional social studies course.

It was very difficult for some of the teachers to get away from the feeling that the slow pupil must be kept in line with requirements not necessarily in keeping with his interests and abilities, but according to a formal subject-matter setup. The feeling of relaxation on the part of both teacher and pupil gave an impression of inactivity on the part of the slower pupil which was not confirmed by the test results. Without exception the child with the lower intelligence and achievement scores made greater gains on the achievement tests than did the brighter child. The results of the limited number of tests is not conclusive proof that he learned more. Perhaps the bright child did more con-

comitant learning that was not measured by the tests given.

Everywhere most of the children were eager and willing to learn. There was nowhere any difficulty on that score. The chief concern was to direct the learning process so it would be productive of wholesome and useful results. The most difficult phase of the work in the upper grades was to keep the "relationship" idea and the "weaving" process constantly functioning. To the lower grade child it seemed a rather natural way of learning. The upper grade child was quite weaned from such a method. The information in the upper grades is more remote in time and space from the direct experiences of the pupil and more abstract, which is perhaps partly the reason for the difficulty in weaving it in at all times.

Wherever the field worker had an opportunity to contact the parents there was evidence of the work having penetrated into the community sufficiently to make the parents interested. They were aware of increased interest on the part of the pupil, and they were quick to sense the practical features of the course.



## SCIENCE IN THE SECONDARY SCHOOL CURRICULUM

By LOUIS M. HEIL  
University of Chicago

THE REPORT of the Committee on the Function of Science in General Education of the Commission on the Secondary School Curriculum<sup>1</sup> represents the combined work of a committee of ten, the members of which were selected because of their particular ability and background necessary to consider more important problems of science in general education. Probably no other recent educational treatise has undergone so much serious and fundamental criticism during the course of its preparation. The publication appeared in two preliminary forms which were examined and criticized during two of the summer workshops of the Progressive Education Association.

The book is divided into four parts with ten chapters. In Chapter 1 of Part I the committee summarizes the history of science teaching in secondary schools by pointing out the major trends which have occurred as a result of shifting or changing philosophy since the establishment of the academy in 1751.

In Chapter 2 of Part I the committee makes an attempt to state the purpose of general education. In this statement the aim of educating a person for living in a democratic society shares equal emphasis with the aim of developing the person as an individual. As a consequence of this definition of the purpose of general education it was necessary for the committee to make an analysis of the ideals of a

democratic social order and also of those characteristics which individuals should possess if they are to live successfully in such a social order. These desirable characteristics of people are defined in terms which should be helpful to teachers who are anxious to obtain evidence as to how well they are developing those particular characteristics in their students through their instruction.

The general theme of Part II of the book is that of meeting the needs of students through science instruction. The analysis of students' needs was made by the committee from the standpoint of general education. The committee used the term "needs" in three different ways in the report and implied in its discussion that the teacher should recognize all three types of needs in any reconstruction of his science curriculum. The first type of needs, in the main, represents problems or areas of experience which are close to the student or which, according to the best judgment of the committee, should come close to the student at some future time. The selection of the needs was made on the basis of experience of the committee, the Adolescent Study of the Commission on Secondary School Curriculum, and the experience of many teachers who contributed to the report. These needs, for purposes of convenience, were classified into four categories or aspects of living: personal living, immediate personal-social living, social-civic living, and economic relationships.

It is pointed out in the report that the extent to which these needs are

<sup>1</sup>Progressive Education Association, Commission on Secondary School Curriculum—Science in General Education. New York: D. Appleton-Century Company, 1938. 591 p. \$3.00.

fulfilled depends upon students' understanding of many important generalizations. The illustrative generalizations listed by the committee represent an important advance since they refer to applications of scientific knowledge to problems of social living rather than statements of pure scientific principles. The committee emphasizes the fact that the word *understanding* does not mean that the student masters generalizations by *verbatim* repetition, but that generalizations represent ultimate outcomes of the science instruction which are arrived at inductively by the student as the result of educational experiences which are purposely contrived and suggested by the instructor for this end.

Some indication of the degree and scope of the treatment of needs pertaining directly to certain aspects of living is given by the fact that 240 pages of the total 591 are devoted to a discussion of them. It should be pointed out, however, that in the main, these needs have not been documented in terms of experimental evidence, but that they represent the best judgment of the committee as well as that of a very large number of teachers.

The term *needs* is, secondly, used by the committee to refer to certain desirable characteristics of personality which, if adequately developed, should enable students to meet their own problems in daily life. Seven such desirable characteristics of personality are listed and discussed. These characteristics are: social sensitivity, tolerance, cooperativeness, disposition or ability to use critical thinking, creativeness, self-direction, and esthetic appreciation.

The term *needs* is used, thirdly, by the committee to refer to the immediate problems of students. The com-

mittee insists that the most valuable approach in science instruction is that of beginning whenever possible with those problems which represent the genuine concern of students. In connection with the problem of the construction of a science curriculum the committee suggests the following as one of the techniques to be employed: "a study of the individual student in order to discover and define his persistent problems, interests, and needs (the committee's classification may be found helpful as the basis for such a study or any other more suitable approach may be used)."

In Part III emphasis is placed upon the necessity of understanding the student and evaluating his growth. In this chapter a number of specific suggestions are given which should be helpful to teachers in arriving at a greater understanding of their students. Many of these suggestions, which represent points for which teachers should be on the lookout, are illustrated by a case study. In the chapter on evaluating the students' achievement the committee pointed out the need for adequate evaluation, suggested a number of possible evaluation instruments, and also indicated some of the possible uses of these instruments.

Although the committee emphasizes that the teacher's problem of selecting those needs or specific aspects of needs around which he may build his course is a very knotty one, probably too little mention is made in the report of how a teacher proceeds, *i. e.*, there is probably too little mention of techniques which would be useful for teachers in determining what the purposes of their particular courses should be. Such questions as the following are not specifically considered. Should



the teacher try to administer to all of the needs of students with somewhat equal emphasis? Should the teacher allow the immediate problems of the community mainly to dictate the aims of instruction?

The chapter on evaluation might have been more effective had it been combined with the discussion of the development of desirable characteristics of personality or with the discussion of the needs in the four aspects of living. Such a combination might have served to break down the existing dualism of curriculum and evaluation by having evaluation incorporated directly into the curriculum as an integral part of it.

The committee's point of view concerning the development of certain social attitudes is not as strong as it might be in the light of its definition of the ideal of a democratic society. If a science teacher accepts the committee's definition of the purpose of general education, and also accepts the committee's definition of the ideal of a democratic social order, it seems to follow that the science teacher will stand for at least three fundamental values and will attempt to persuade students to accept these values through his instruction: first, the fostering and developing of distinctive personalities; second, mutual and free consultation in associated living, or the use of cooperative means instead of ruthless competition; and third, intelligence growing out of free association and communication as a basis of choice and action. Although most teachers would agree that it is not the teacher's

function to dictate specific attitudes to be adopted in regard to any particular issues, nevertheless it probably is the teacher's function to see that the specific attitudes which characterize the student are based upon the acceptance of the three values mentioned above and also to make every effort to persuade the student through educational experiences involving representative data to accept those three values. For example, if the teacher, accepting the philosophy of the science report, finds that a student's beliefs on a child labor act are based upon the rejection of cooperative action and the acceptance of ruthless competition, he should help the student "select" and interpret educational experiences of a type which are likely to persuade the student to accept cooperative action and reject ruthless competition.

Finally, it should be pointed out that the committee is not attempting to lay down any specific course of study in its report. If a teacher goes to the report with the expectation of finding a worked-out curriculum which he can follow in his school, he will be disappointed. On the other hand, if he goes to the report with the expectation of finding a thoughtfully formulated philosophy as a basis for the construction of a science curriculum and with the expectation of finding a very large number of suggested activities and projects as well as a carefully selected bibliography of books and motion picture films which may be used as aids in a reconstructed science course, his expectations should be fulfilled.



## UNIFYING THE ARTS IN HIGH SCHOOL

By WILLIAM J. MICHEELS

University High School, University of Minnesota

DURING THE past two years an attempt has been made at the University of Minnesota High School to bring into closer relationship the departments of Art, Home Economics, and Industrial Arts. The original aim was to have these departments function in a correlative manner with the unified curriculum (see the January, 1938, issue of the CURRICULUM JOURNAL, pp. 14-18) which had been in existence for several years, but which had not heretofore included these fields. In short, the unified curriculum discarded the traditional class period and each of the subject matter specialists had charge of the students as long as he was able to contribute to the larger unit being studied. The work of the arts group was to parallel closely that being done by the unified program and was to be assimilated gradually in the formation of a complete program.

The stage was set whereby the teachers of Art, Home Economics, and Industrial Arts were to select one of the large units being taught by the unified group (transportation, communication, the consumer, etc.) and to examine the correlative and integrative possibilities. The unit picked for the initial efforts was *The Consumer*, which was taught in conjunction with the seventh grade work.

One teacher took charge of each discussion unit though all three were in the classroom at all times. The activities and teaching devices were varied; for instance, in the unit on food buying, the students were given actual opportunities to go to the grocery store, to make choices, and to

purchase food supplies which would later be used by the home economics classes. They were given tabulation sheets on which to keep accounts of the food prices from different types of stores over a period of two weeks. The class was divided into small groups for studying, evaluating and arriving at conclusions on such topics as merits of labels, value of advertisements, differences in prices throughout the week, and bulk versus package goods. Individual analyses were made by the students of their own buying opportunities and the things they should take into consideration when purchasing articles for their individual needs. As an industrial arts contribution, discussion was held on the making of tin cans and laboratory experience was given in making simple projects from the cans.

The relation of clothes to the consumer was a unit in which the teachers of art and home economics took an active part. There were class discussions and reports on the buying and wearing of clothes, individuals gave reports on aspects of clothes which interested them, laboratory experience was given in the fitting of color and texture to an individual, and dramatization was used to teach visually the effects of good and poor clothing selection.

All three fields were most active in presenting a unit on furniture. Among the topics discussed were construction, utility, comfort, finishes, period designs, placement, and care and repair. As a means of teaching this unit measurements were taken of

furniture at home, slides were shown, an opaque projector was used, questions were answered in writing, and floor plans were filled in with furniture cutouts. Both boys and girls spent considerable time in the shop where they made simple articles of furniture for their rooms, in keeping with the principles studied in the classroom.

The above description of some of the work covered during the first year shows the manner in which the three departments entered into the picture. At the end of the year a very critical report was formulated in an effort to leave something constructive upon which the next year's group could work. For instance, it was noted that the students were very reluctant at first to accept new teaching methods; that they expected to receive only shop work when the industrial arts teacher was in charge; and that teaching methods and means must be varied. It was also suggested that further study be made of the students' home situations, interests, and the like in an effort to better individualize the work. The recommendation was made that class discussions should be used with discretion and that careful preparation was necessary both on the part of the teachers and students in order that a few would not monopolize the discussion and that student interest could be maintained. In an effort to better individualize the instruction and to make the discussions more meaningful to the students it was suggested that very thorough instruction sheets be worked out to include subject matter, illustrations, directions for problems or activities, questions to be used as study aids as well as diagnostic tests. Such were the suggestions

upon which the committee was able to work during the past year.

Due to a change in administration the above-mentioned unified curriculum ceased to function as a separate curriculum and the traditional class period went back into effect. With this departure the arts group ceased thinking in terms of a completely correlated program and concentrated on the fields of art, home economics, and industrial arts, with the hope of arriving at some definite viewpoints concerning the place of these three fields in the junior high school. With many recommendations and suggestions to work upon, it was decided to proceed slowly, but deliberately, toward the end of working out one very complete large unit during the year; to try it out in various situations, and to have it ready for reproduction and use the following year.

Inquiries were sent about the country to find the existence of similar efforts and to acquire suggestions and helps. A questionnaire consisting of 252 items concerning subject matter in these three fields was answered by all of the students in the school as a help in determining interest trends. A meeting was held with college department heads while discussing the basic philosophy concerned, and many informal committee discussions were held before the formulations of a basic plan upon which to proceed. With these various helps at hand, work was started on a large unit concerning *The Home*. The committee decided to work on those aspects of the home where specific contributions could be made by the three fields without artificial correlation or fusion.

Each pupil was given a chance to carry through a project which involved the making of a model home. This

meant that subject matter had to be collected and written in terms of junior high school interests and abilities. Each part of the work was tried out in class to see where revisions were necessary and to see what material had to be added.

The unit was introduced with a general discussion of the physical aspects of the home in order that the students might have an overview of the work that was to be done. Slides were shown and the several teachers talked on those phases with which they were best acquainted and in a manner which attempted to motivate the students' interest.

Each member of the class started a scrapbook in which he noted both good and bad examples of all home features discussed. The main topics covered were the planning, the building, the landscaping, and the furnishing.

In the planning section they were given an idea of what the architect does as he plans a house for his client. Proportion, balance, unity, and style were discussed as general principles that must be kept in mind during all phases. Certain factors were discussed as being necessary in the drawing of the floor plans. Among these were general considerations (daylight, view, plumbing), the approximate room sizes, necessary requirements for each room, foundations, windows, doors, and partitions. When this subject matter had been read and discussed, a short diagnostic test was given and rating sheets were given each student upon which he might evaluate partic-

ular floor plans on such things as ventilation, storage space, convenience, circulation, and arrangement of the various rooms. Following this, he was given problems in drawing a sample floor plan of his own design. This was drawn to scale (one-quarter inch) and followed as closely as possible the procedure of an architect.

Then came the drawing of the exterior elevations, the actual making of a one-quarter-inch scale model from wood or cardboard, the landscaping of the model with imitation shrubbery and trees, together with discussion and activities having to do with interior furnishing.

Lack of space prohibits a detailed description of each of these departures, though the usual procedure was to include a short introduction, general and specific subject matter, a short diagnostic test, a rating sheet, and a problem or activity with a longer test at the end of the entire unit.

Much remains to be done in the perfection of this program. As this is being written the instruction sheets are being revised to include more illustrative material. They will then be mimeographed and distributed to the students as a complete booklet. Though the committee sees considerable room for improvement, there is the feeling that a start has been made in the direction of working out a large unit which might later serve as the basis for a more complete study of the many and varied aspects of the home—a study that would bring into play all of the curricular resources of the junior high school.

## THE ELEMENTARY SPEECH PROGRAM: A CRITICISM

By L. C. BANE  
University of Utah

IN A NUMBER of communities which have adopted new type curriculums, pupils have been stimulated to do a great deal of talking in connection with reports, cooperative planning and dramatizations, but because of inadequate supervisory assistance little or nothing is being done to help students improve their ability to orally communicate their ideas to others. Obviously defective pupils are, in most large cities, given clinical treatment, but the eighty or ninety per cent of the student body who do not fall in this category receive no speech instruction except an occasional suggestion to the effect that they should speak "a little louder" or "a little softer."

It is a strange anomaly that the new type curriculums, which give far more recognition to speech as a social tool than did those of the past, in practice give little or no attention to ways and means of improving it. If the same minimum standard which is used in evaluating children's speech were employed in teaching letter writing many pupils would receive some such comment as the following on each of their letters: "In spite of just passable penmanship and a number of incorrectly spelled words the friend to whom you are writing will be able to read and understand what you have written which is really all that matters."

The word "adequate" as employed by most elementary teachers in describing the speech used by a majority of their pupils sets up a standard of oral mediocrity beyond which the student is not encouraged to pass and those who wish to continue to im-

prove are all too often given only vague platitudes or breathing exercises when they apply to the teacher for aid.

In all thoroughly modern schools specialists and equipment are provided for the purpose of making it possible for pupils to read more rapidly, but the improvement of oral communication is left almost entirely to the stimulus of the learning situation and the occasional suggestions of well-meaning, but untrained teachers who, without the aid of trained speech supervisors, are unable to offer specific suggestions as to what constitute proper speech goals or ways and means of achieving them.

This situation has probably developed, in part at least, because many teachers of oral English have set up elementary school programs which were not in accord with recent trends in psychological and educational thinking. Unfortunately, much of the instruction now being given in elementary schools under the title of Speech Education is based upon the psychological ideology that a collection of perfect parts can be put together to form a perfect whole.

In the early twenties the parts chosen for special attention were those structures of the speech mechanism which permitted of separate conscious manipulation. Tongue, jaw, lip, and breathing exercises were given in conjunction with sound drills, word drills, and tongue twisting sentence drills. Those students who had difficulty with certain sounds were given special attention by the teacher who prodded

their lips, teeth and tongues with a spatula until those recalcitrant parts assumed the "one and only position" which would permit the correct enunciation of the sound. This methodology, although now recognized by most speech teachers as a relic of the era of "Behaviorism," is still being used in some localities in spite of numerous attacks by writers on speech correction who have contended that a sound cannot be broken up into its component parts, *i. e.*, lip movements and tongue movements, since defects of enunciation result from a faulty integration of the speech mechanism as a whole rather than from faulty manipulation of any one part of it.<sup>1</sup>

This concept of each speech sound as a "whole" which must be learned as a unit still dominates current instruction to such an extent that the speech programs for normal and superior pupils in many communities include practice on each individual sound, followed by practice on vowel-consonant combinations and this in turn followed after some weeks or months by word, phrase, and sentence drills. Although this procedure may conceivably be necessary for those students whose speech is so faulty as to make learning in terms of larger units impossible the typical phonetic and speech game procedures are open to question when normal first graders, for example, are to be instructed. These youngsters have not used individual sounds for communication since they were about eighteen months old and began to realize everything has a name.<sup>2</sup> The words they use in expressing themselves were learned as wholes not as combinations of sounds

and most of these children are already thinking in terms of word groups in which the words have lost their individual identities.

As Wheeler and Perkins have pointed out "a child has no idea that the story he is listening to is constructed of serial ideas or seriated sentences. He pays no attention to the place where one sentence ends and where another begins."<sup>3</sup> It is equally true that children as well as adults seldom consciously select the sounds and words they employ on the playground and in their homes, although most of their written work may consist primarily of putting words together. This being the case a system of training which encourages students to think of good speech as being achieved by putting together sounds to make words and words to make sentences may have positively detrimental results; for as Froschels suggests "people who stand facing a whole battalion of sounds or letters make an effort when they are forming one or the other; and this effort is often increased even more by our describing sounds phonetically; thus they frequently make exaggerated movements in order merely to distinguish the peculiarity of one sound from another. The result is functional disturbances of the speaking voice."<sup>4</sup>

Furthermore, the assumption must be made by proponents of this method that sounds are the same no matter where you find them and that the words employed by a child while playing a speech game remain unchanged when they are used a few hours or months later as "atoms" in the child's recital to his parents of his experi-

<sup>1</sup>Travis, L. E. *Speech Pathology*. Appleton, 1931, p. 193.

<sup>2</sup>Commins, M. D. *The Principles of Educational Psychology*. Ronald Press, 1937, p. 211.

<sup>3</sup>Wheeler, R. H., and Perkins, F. T. *Principles of Mental Development*. Thomas Y. Crowell Co., 1932, p. 452.

<sup>4</sup>Froschels, E. *Speech Therapy*. Expression Company, 1933, p. 245.

ences in winning the school marble championship. As we have seen, this assumption is open to question since sounds, words, and even sentences tend to become merged in larger wholes, the total organization of which influences not only the neuro-muscular adjustments required in uttering the individual components, but also tends to alter the meaning and relative importance of the individual language elements. Not only do workers in education challenge the psychological soundness of the phonetic method of speech education because it gives in their opinion far too little attention to the necessity of making oral communication a unified and creative act of the entire individual, but they are also vigorously opposed to the type of goals set up for pupils by many of the teachers who employ this method of instruction. The idea seems to be almost universally accepted by teachers in traditional elementary schools that the proper way to interest children in phonetic exercises is to "let them keep a record of their accomplishment," "give them stars," "let them sit down when they correctly guess the difference between two sounds," "give points for various levels of accomplishment," etc. One teacher proudly reports in the *Quarterly Journal of Speech Education* that she achieves good results by inspiring her first graders to "talk like grown-ups"—at best a questionable objective for delicate immature neuro-muscular speech mechanisms and at its worst one capable of producing strained and artificial "little old woman" communication. This overwhelming advocacy of extrinsic motivation would seem to indicate that in the opinion of these teachers, at least, there is no real "felt need" for an improved ability to com-

municate inherent in the social environment of the child which can be used to motivate his learning activity. If a child employs speech which is in accord with "teacher standards" for the purpose of winning stars and teacher praise, it seems not improbable that out on the playground or in his home where there are no stars and teacher smiles he may lapse into the old speech habits which are approved in his particular socio-economic environment. It is for this reason that phoneticians have encountered great difficulty in getting pupils to employ "the speech of the best people" when communicating ideas outside of the speech class, for the vast majority of students do not live with the "best" people in the community and as a result find their "school teacher speech" if not actually subject to ridicule at least not enforced by social pressure. Dynamic instructors sometimes secure certain learned responses in the classroom, but they are usually unable to compete successfully with the outside environmental influences which cause the student to return to his old habits soon after his grade has been recorded in the office.

In fact to expect a child to even recognize the sounds or words he uses when motivated by a desire to communicate, in an out-of-school environment, an idea which he considers important as the same "discrete parts" which he worked on when learning a speech game is to ignore the powerful effect exerted by the field forces which dominate the two situations. The changed drive which results from the stimulus of a new goal, together with the effect on the child of the changed social and physical environment, conspire to prevent him from transferring his "speech game habits" to the



new setting even if some element in the situation, which is not often the case, made it seem desirable for him to do so. With reference to our stand on this question it should be distinctly understood that we are not defending an extreme Gestalt point of view. We are in entire agreement with the statement by Koffka and Kohler to the effect that the total situation really means nothing, for in each situation there are always parts that are relevant to the particular effect we are studying and some that are not, so that it is quite easy to produce total situations that are entirely new and yet will not in the least interfere with the recognition of familiar elements.<sup>5</sup> It is merely our contention that since in the normal process of communication sounds and words are not, as a rule, noted as separate entities by either the person who uses them or the individual who hears them, we should not expect grade school youngsters to transfer the artificial sensitivity to sounds and words which they have learned as essential during only a short period of their in-school experience over to those life situations where the goal and social pressures are markedly different.

Speech teachers have been slow to avail themselves of those devices and methods which would enable them to demonstrate objectively those changes in pupil speech which are produced

by their instructional program and as a result a futile "tis-'taint" battle has been carried on for a number of years between those educators who believe speech class instruction has little, even semi-permanent, effect and those teachers who claim to see vast permanent improvement in the speech of their pupils. Teachers of reading, on the other hand, have utilized testing devices which enable them to demonstrate the worth of their work to skeptical school men and as a result have secured the necessary funds for the expansion of their work. It is to be hoped, since the scientific apparatus is now available, that within the next few years some city will see fit to authorize its testing bureau to tackle the problem of finding out what kind and degree of speech improvement can be reasonably expected to result from various types of speech instruction. Furthermore, it seems obvious that since the instructional methods employed by speech teachers are under heavy fire at the present time because they depend upon psychological concepts which are rapidly becoming outmoded and since the current trend in elementary school practice is away from having a fixed period in the daily program for each separate subject, the task of creating a new type of speech instruction which will fit into those elementary programs which are being set up in terms of these new educational concepts is the most important task confronting the speech profession.

<sup>5</sup>Koffka, K. *Principles of Gestalt Psychology*, 1935, p. 158. Kohler, W. *Gestalt Psychology*, 1929, p. 210.





## PROGRESS OF CURRICULUM DEVELOPMENT IN ALABAMA

By W. MORRISON McCALL  
Alabama State Department of Education

THE TWENTIETH century has been characterized by at least two major crises—the World War and the depression. As a result of these crises, along with other conditions, there have been changes in our economic order, in our political system, and in our social system. It would be natural, therefore, to expect certain changes in the educational program. It was perfectly natural, therefore, that Alabama should launch a curriculum revision program in 1935.

The objectives of the program, as set up at that time, were as follows:

(1) To improve classroom instruction by encouraging teachers through study of their own curriculum problems to provide children with richer and more purposeful experiences. (2) To make an extraordinary effort to adjust our curriculum to the peculiar needs of our own region. (3) To adjust curriculum practices and materials to recent social trends and changes. (4) To develop state courses of study. (5) To provide machinery for a continually developing course of study and the improvement of instruction.

*Stages in program.* Any program of curriculum development must necessarily progress through certain stages. There should be no sharp division between the different stages, but rather a certain amount of overlapping is to be desired. Communities will advance in the work at different rates and also initiate their programs at different times. The stages as outlined for the program are: (1) Period of Orientation and Preparation for Teach-

ers, Administrators, and Institutions Engaged in the Training of Teachers. (2) Period of Beginning Production of Course of Study Material. (3) Period of Production for All Participating Groups. (4) Period of Installation. (5) Evaluation of the Program.

*Materials produced.* The six bulletins which have been produced for the Alabama curriculum program are the work of committees of teachers, principals, and supervisors, working in curriculum laboratories under the guidance of college departments of education. The Division of Instruction has served as coordinating agency for the plans and contributions of these groups. Each of these bulletins has been planned as an important part of the total program. Each of them, it is generally agreed, represents a creditable piece of work. Each of them should answer definite needs of all groups interested in the improvement of instruction.

1. Curriculum Bulletin on Orientation, *A Syllabus for General Study and Use by Beginning Groups*, was prepared at the University of Alabama by students in the curriculum laboratory in the summer of 1936. The bulletin has been of practical use during the orientation period of the program. It gives a brief treatment of the background—historical, economic, and philosophical; of the nature and needs of children; the learning process; of the aims of education; and of the organization of instruction. Suggested exercises for group study and suggestive plans for eight group meetings are given.

2. Curriculum Bulletin No. 1, *Report of the Committee on Point of View, Aims, and Scope*, was produced by a committee working at Peabody College in the curriculum laboratory in the summer of 1936, to be used as a basis for study, conference, and criticism during the orientation period, and also later in the program. It treats of the need for the improvement of instruction; the point of view and assumptions upon which the program is predicated; the functions and nature of aims; the scope of the curriculum and the basis for determining it at the several grade levels.

3. Curriculum Bulletin No. 2, *A Survey Workbook for Community Analysis*, was prepared by a committee working at Alabama College during the summer of 1936, to stimulate and help teachers to undertake community analyses, along with studies of society in its larger aspects. It defines the purposes of surveys and sets up the techniques for making them. It was designed for use particularly in the second phase of the program.

4. Curriculum Bulletin No. 3, *Report of the Committee on Social and Economic Conditions in Alabama and Their Implications for Education*, was prepared in the Curriculum Laboratory at the Alabama Polytechnic Institute in the summer of 1936. It was designed to serve for the state as the local survey serves for the community, and should be a part of the curriculum study materials for all advanced stages of the program. The bulletin undertakes to present a picture of the socio-economic background from which every consideration of education in Alabama must have its point of departure.

5. Curriculum Bulletin No. 4, *Procedures in Large Unit Teaching*, was

produced by a committee working at Peabody College in the summer of 1937, to be used primarily in developing actual techniques of guidance of children's school life, that is, teaching procedures. It is a necessary guide in all phases of the program beyond the first.

6. A bulletin entitled, *Suggestions to Superintendents on the Initiation and Organization of Local Curriculum Development Programs*, was prepared by the Division of Instruction of the State Department of Education in the summer of 1937. It was designed to give specific help in the form of suggestions to superintendents and their assistants in their plans for initiating and carrying forward their curriculum development program.

It is planned to produce additional materials as they are needed. At the present time, four bulletins are in the process of preparation. They are: A Teachers' Guide to the Study of Children in the Elementary Grades; A Teachers' Guide to the Study of Children in the Secondary School; Interpreting the New Curriculum to the Public; A Guide for Curriculum Development.

*Progress in program.* In summarizing the progress of the curriculum program to date, I believe we have certain tangible evidences of distinct gain in the improvement of instruction:

1. During the year 1935-36 ten county and four city school systems participated in the curriculum revision program. During the school year 1936-37 the number increased to thirty-five counties and eighteen cities, while fifty counties and twenty-three cities participated in the program in 1937-38.

2. There has been a decided increase in the size of professional libraries throughout the state during the past three years. I have recently received information from thirty-six of the sixty-seven counties and from twenty of the forty-five counties. Eight of these counties have no professional libraries. Twenty-eight of the counties have professional libraries. In May, 1935, these twenty-eight counties had a total of 1,084 books. In May, 1938, they had a total of 5,703 volumes, an increase of 4,619 volumes, or an increase of 426 per cent. The sixteen cities had a total of 487 books in May, 1935. In May, 1938, these sixteen cities had 1,244 books, or an increase of 757 volumes. This represents an increase of 155 per cent during the three years.

3. There is a recognition of the desirability of some changes, and a feeling that we need to do something to bring about these changes.

4. There is a feeling that the educational program should be a unified program from the first grade through the senior high school. The feeling is that the whole problem should be attacked from a common viewpoint in terms of child growth and in terms of the needs of society.

5. There is a recognition that no real progress can be made in educa-

tion without experimentation. A number of schools and a number of teachers in different schools are engaged in various forms of experimentation.

6. There are urgent requests from many groups of teachers and administrators for assistance from the teacher-training institutions. They have provided consultants who work with the teachers in the various cities and counties. These consultants not only discuss problems with the teachers in groups, but visit and work in the schools in an effort to become more familiar with the actual problems confronting the teachers.

7. The teachers colleges have undertaken cooperatively a curriculum revision program in order to train more efficient teachers for the elementary schools of the state.

The intangible gains in professional growth are greater than the tangible evidences of gain at this particular time. There is less demand for outside speakers. Teachers desire to discuss their own problems and want outside people only when they are called upon to discuss and answer certain questions. Our professional meetings are becoming work meetings. The whole program has been a cooperative endeavor of the state department, the teacher education institutions, and the public schools.



## SHORT ARTICLES

### ORIENTATION OF THE SOCIAL STUDIES CURRICULUM

By WILLIAM M. ALEXANDER  
Student, Advanced School of Education,  
Teachers College

Trends and issues constitute major considerations for those who attack many present-day problems in education. Current developments and opposing points of view are important factors to be studied in relation to the problem of revising the social studies curriculum. However, there is a step beyond finding out what is being done and what points are under discussion. This further step, which is attempted in this paper, involves a consideration of the relation of trends to issues, and of fundamental principles by which one must decide whether to accept a trend as desirable, and whether to take one position or another on an issue.

Shall the aim of the social studies be to lay a background for further study or to provide an understanding of current social problems? To discover the trend in regard to this issue we may use two techniques and secure two very different answers. We might first examine the *stated* objectives of the social studies as given in courses of study and the literature of the field. Here we find that there has been a growing emphasis upon "social utility," "socio-civic efficiency," and the like, until the social function appears to predominate over all others. After reviewing a number of studies dealing with the objectives of social studies instruction, Professor Fremont P. Wirth drew this conclusion:<sup>1</sup>

The current emphasis on the social aims of education is apparent in the various lists of objectives more recently compiled. The frequent occurrence of such terms as "functional," "social," and "practical" indicates that by some writers the social studies are charged with the responsibility of being utilitarian.

On the other hand, we may examine current practice and learn that the curriculum of most high schools is still patterned after college entrance requirements, that even those schools which offer direct consideration to contemporary problems defer this consideration until late in the school period, and that the dominant procedure in social studies classes is the traditional recitation with its emphasis on memorization.

There are some indications of the recognition of social needs even in the most traditional subjects. Social studies teachers are giving consideration to the making of excursions and field trips, to having youngsters conduct elections and study campaign procedures, and to using a variety of periodical and pamphlet literature bearing on current tensions in society. Recent innovations in textbook writing bear witness to the increased interest in social problems; for example, history textbooks are now available which center attention on certain "functional units" based on important lines of development and persistent social problems. Each of these units is developed chronologically, but the strict chronological order of former texts, in which every event, regardless of its nature, is placed in exact order of occurrence without reference to the relation of the several strands of the culture, is abandoned. All this in face of the demand from academic quarters that

<sup>1</sup>Eighth Yearbook. National Council for the Social Studies. Cambridge, Massachusetts, 1937, p. 39.

a mastery of ancient, medieval, and modern history be required of all high school graduates—mastery in terms of ability to define terms and identify persons and dates. The trend toward social orientation is further shown in current attempts of teacher-training institutions to provide a broad social education for teachers. Such an education is being urged by some for social studies teachers, in the face again of the academic contention of those who believe that the *only* preparation for successful social studies teaching is that of exceedingly narrow, highly specialized academic study.

Despite many innovating practices in determining the scope of the curriculum, the textbook is still one of the primary determinants. The outline of a textbook may be based on investigations of the needs and interests of individuals, and the problems of society, but more often is based on the logical organization of the subject involved, with consideration to the demands of courses of study and the reports of important national committees. These courses and reports in turn are usually based on the opinions of individuals and in some cases on other textbooks. Thus to decide upon the real source of the scope of the curriculum determined by the textbook procedure is a circuitous process.

A source more important than the textbook for aid in determining scope and content, that is, more important if social orientation be the goal, is the survey of social problems. There are many varieties of these surveys available—surveys of communities, regions, and the nation. Those who are concerned with the revision of the social studies curriculum along functional lines should look to such important sources as *Middletown*, *Recent Social*

*Trends*, and *Southern Regions* for help in providing direction or scope for the curriculum. If the curriculum is to be concerned with the development of an understanding of social problems, direct guidance in the determination of these problems for a specific community or region is provided in the surveys, as well as a wealth of information bearing on these problems.

Two considerations for the social studies curriculum seem imperative if recognition is accorded the responsibilities of citizenship in a democracy:

1. A core of socially significant materials and activities should be included at each level of the school program. This core would utilize the findings of social science, and the instructional organization of the social studies as needed for the development of social understandings. Unlike the present social studies program, this core would be a part of the program of every youngster. The social studies, whether considered as one or several subjects, would be emphasized as means to an end and not as ends within themselves—that is, of importance to all rather than only those to whom their importance is determined by academic requirements.

2. A primary goal of the social core of the curriculum, and of the subjects from which the core is drawn would be the development of social understandings. Children should acquire an understanding of the nature of group life, of the problems faced by society, and of means by which these problems have been and are being solved. Regardless of their social and mental levels, boys and girls, men and women, as members of a democratic society have a role to perform in the effective functioning of that society. It seems desirable then that the whole

program of social studies, as well as of the curriculum in general, should direct major attention to the social problems about which understandings are needed.

### AN EXTENSIVE PROGRAM OF ARTICULATION

By C. C. TRILLINGHAM  
Assistant Superintendent, Los Angeles  
County Schools

In California the educational programs of a large number of elementary and secondary schools are under the control of separate boards of trustees, and are directed by different administrative and supervisory officers. The articulation of the secondary program with the programs of the contributing elementary schools has been a difficult problem. The administrators and teachers of the elementary schools and of the high school which compose the Whittier Union High School District have been co-operating for three years in the development of a program of articulation. This program has been based upon the assumption that the education of boys and girls should be a gradual, continuous process, and that desirable articulation should eliminate both omissions and duplications. Their present program and future plans involve four distinct trends affecting teachers, pupils, parents, and the community.

*Articulation as it affects teachers* is furthered by a series of afternoon and dinner meetings for elementary and high school teachers, at which results of teacher research on common problems are presented. This research has included a district health survey, differences in marking systems, high school "drop-outs," freshman reaction

to high school and elementary school life, and a survey of psychiatric test results. This year's plans include a more extensive use of mental hygiene clinics, more frequent teacher-parent conferences, home visitation, a district health clinic, and parental participation in planning.

Immediate results of this work have been the adoption of a uniform cumulative record system, a proposed district-wide health service, inter-school visitation for eighth and ninth grade teachers, and greatly increased understanding among the entire teaching personnel.

*Articulation as it affects pupils* has been promoted by: 1. Election of representatives from each elementary school to form a freshman council with one member as contact person in each social living class. 2. Sports festival for elementary pupils sponsored by high school organizations, music programs furnished by the high school, and school visitation by eighth grade pupils. 3. Uniform cumulative records passed on to the high school and analysis of ninth grade pupil programs with reference to past achievement, special abilities, and home and health conditions. 4. Occupational survey and tie-up with local office of California Employment Bureau based on questionnaire sent each graduate for a five-year period. 5. Plans for enlisting community cooperation in job placement for graduates. 6. Follow-up of graduates entering college through personal letters, and a social history which accompanies each transcript. 7. Visitation days for pupil and parent consultation with representatives from each of the near-by colleges for senior candidates for college entrance.



*Articulation with parents* has been effected by a series of informative talks and discussions presented by the high school faculty for parents of eighth and ninth grade children. Topics discussed were The High School Health Program, Success in High School, Social Problems of School Life, and Social Living. The P. T. A. Council and many parents have urgently requested the continuation of this plan on an enlarged scale for this coming year. Further articulation is provided by a Freshman-Mothers Tea and by parental group conferences preceding ninth grade enrollment.

*Articulation with the community* is accomplished through many school and pupil contacts, but especially through an adjustment committee composed of high school and elementary school teachers and representatives from the city council, and from county health, social, and welfare agencies. This adjustment committee, supplementary to the coordinating council, considers problems of boys and girls whose homes and social backgrounds present community responsibilities. Practical action is obtained through various community agencies, and through the coordinating council problems of recreation, home environment, and pupil contacts are considered and changes effected.

## FORT WAYNE COMMERCIAL CURRICULUM

By ELVIN S. EYSTER

Fort Wayne, Indiana, Public Schools

The concept of business as a social institution is not new to business educators; but general business education is still in the pioneering stages in the secondary schools. Business education has four classes of obligations:

it must contribute to the attainment of general educational objectives; it must provide training which will raise the level of economic intelligence and understanding and training in consumer problems of a business nature; it must provide broad occupational intelligence and understanding for those who enter business occupations; and it must provide technical training in those business skills and activities by means of which business employment may be obtained.

The two curriculums adopted by the Fort Wayne City Schools in 1933-34 were constructed in an attempt to achieve the four objectives just stated. One curriculum is the general business curriculum in which provision is made for training in economic citizenship, consumer-business training, and social business training. The offerings of this curriculum are general in nature and are taught from the personal point of view so that they are suitable in content and approach for all high school students regardless of their major. The courses are constructed so as to allow for flexibility in course content.

The commercial curriculum, with its four technical majors, provides for technical vocational business training. Its required background is the entire offering of the general business curriculum. Only those pupils who show considerable ability to master the subject matter, who are able to profit from preparation in the technical subjects, and who have a special interest are admitted to the vocational curriculum. The one and only aim of the commercial curriculum is to develop in pupils who follow any one of the majors—clerical, bookkeeping, merchandising, or stenographic—a high and acceptable degree of marketable vocational proficiency. The work

is considered terminal, rather than preparatory for college, and an attempt is made to produce vocationally and occupationally efficient workers in numbers comparable to employment opportunities in the surrounding territory.

A number of subjects are included in the course by integration, *i. e.*, as parts of other subjects. Penmanship, spelling, business arithmetic, English and speech, commercial geography, business behavior and business ethics, character and trait development are all given attention in the course of teaching the other subjects. For example, all work handed in by a student must be neat, accurate, and legible for acceptance in any course. Thus the pupils are made conscious of the need for good penmanship over a period of four years rather than in any single semester of concentrated attention to the matter. However, provision is made for corrective drill for those who need it. Integration of this sort requires consistent, purposeful, and conscientious effort on the part of teachers and will succeed only as the teacher displays teaching ability, sincere purpose, and well-directed effort.

Of course, a program of this type must be based on an efficiently functioning type of guidance. A testing program has been worked out to give the counsellors data with which to work. Records and reports, conferences and constant consideration of each pupil's problems are all part of the plan to guide the pupil into the type of work that he seems most fitted for and to find new interests for those who do not succeed in doing the work they attempt. A placement service and job follow-up are also part of the plan for assisting the student to make the most of his opportunities.

The success or failure of this entire plan depends upon the teacher, and the supply of adequately trained teachers is a problem, an opportunity, and a challenge for teacher-training institutions.

## SAN DIEGO STUDIES CURRICULUM

By WILL C. CRAWFORD  
Superintendent of San Diego Schools

Definitely organized, cooperative study of the curriculum by members of the supervisory and teaching staff has long been accepted as the normal procedure in the San Diego Schools. During the past five years, especially, intensive studies have been made each year, resulting in a number of significant changes in curriculum practice. Every effort has been made to keep this curriculum program democratic through the use of many members of the staff, and through a central coordinating council composed of representatives from all grade levels and departments.

However, prior to this year, the approach has been rather largely a two-fold one. The elementary curriculum has been studied by those working in the elementary schools; the secondary curriculum, by workers in the secondary schools. The result is that uniform progress has not always been achieved and that sometimes the changes introduced have aggravated rather than helped to solve the ever-present problem of satisfactory articulation.

This year the San Diego staff, under the leadership of Dr. Paul Hanna of Stanford University and Dr. Frederick Weersing of the University of Southern California, is launching a program of curriculum study on a system-

wide basis. A definite attempt is being made to eliminate grade-level consciousness and grade-level interests by focusing attention on the curriculum as a whole.

Also it is worthy of note that instead of making curriculum revisions which are handed down to the school staff from select committees, the present program starts its consideration from the entire staff and works up through committees which in turn report back again to the whole staff from time to time.

At the beginning of the year a meeting of the entire staff was addressed by the superintendent and the curriculum consultants. Following this meeting, the Central Curriculum Council drew up a tentative framework or plan of study on a comprehensive basis. This plan includes: 1, a common philosophy of education, to which all can adhere; and 2, a general curriculum pattern or framework on which to base curriculum revision and development during the years immediately ahead. This proposal is now being considered and discussed by the entire staff through individual school meetings under the direction of each principal.

### BOYS REQUEST INSTRUCTION IN PERSONAL CONDUCT

By F. J. SICKLES

Superintendent, New Brunswick Schools

Sometimes student-felt needs find expression in rather unusual ways. During the school year 1937-38 the New Brunswick Senior High School football team, numbering forty-six members, journeyed to Miami, Florida. Previous to their going, a number of the members of the team realized that they had never had first-hand experience with Pullman travel and large

hotel guest practices. A unanimous call upon the senior high school principal brought assistance from the director of the home economics department. One hour was spent in a round-table discussion where the boys talked freely and asked many significant questions. By no means did this conference satisfy every felt need, but it did provide valuable and helpful aid.

When the team returned a petition was circulated and signed by a considerable number of senior grade boys. This petition requested the Board of Education to organize classes for 1938-39, the purpose of which would be to give instruction in personal conduct in relation to community activities and service agencies.

We now have one teacher, newly elected, who teaches one class in cooking, numbering twenty-six pupils for senior boys, and three classes in personal conduct instruction with a total of eighty-two boys enrolled. We are finding that boys give very serious attention to these two new studies. We are also experiencing some difficulty in finding adequate accommodations for all interested boys.

Surely we expect at a later date to open such classes as those in personal conduct to girls and boys in mixed or separate classes according to whatever seems the best organization. Such a need as these boys have expressed is universal. May the time come when all senior high students shall be allowed to take the personal conduct class as a part of their regular course.

### SUMMER SCHOOL INNOVATIONS

By FRANK C. FOSTER

Asheville Normal and Teachers College

The faculty of Tusculum College joined the faculty of the Asheville Normal and Teachers College in a

combined summer school program. The summer school faculty also included members of the Biltmore Junior College in Asheville, who had been on the staff in the past. Several new courses and activities were introduced.

The courses in Visual Aid, Appreciation of the Motion Picture, and Radio, conducted by Miss Hazel Gibbons of Ohio State University, were very well received. The Radio class, for example, was responsible for a fifteen-minute weekly broadcast over the local station. The class conducted a different type of program each week. Each program was directed by members of the class who drew from the various departments of the summer school for their material. The first was a musical program; the second was one concerning the family, growing out of the very popular course conducted by Dr. Griffin on "Courtship and Marriage"; the third was Dramatics; and the fourth was a popular broadcast—a well-known character introducing modern methods of presenting biography and history over the air.

In connection with courses in the Appreciation of the Motion Picture, a theater in Asheville, under private management, agreed to allow the students to choose two programs each week. Tickets to these were sold at the very moderate cost of fifteen cents per show. As a result, the school was able to choose twelve programs for the summer. These were well-known and well-received pictures, so that the students and staff were assured outstanding entertainment during the summer school, in addition to having them as part of the course in the Appreciation of the Motion Picture. The class in Visual Aid prepared much of their own material for school use,

presented pictures to children in the Demonstration School and took pictures of the work in Visual Aid.

Another development was a Seminar in Social and Economic problems and their bearing upon education in the South. The first week of the Seminar was directed by Mrs. Della M. Day, Field Director of the Adult Education Program of the WPA of North Carolina. She was followed by Dr. Walter Gaumnitz of the United States Office of Education. Following a discussion of the place of the TVA in the regional program of the South, a member of the TVA staff gave an illustrated lecture on the work of the authority in preventing soil erosion and in building up the resources of the region. Dr. Alva Taylor, Vocational Director of *Saving the Children Fund*, concluded the Seminar. The section dealing with the church in relation to education was stimulated by joint conferences with the ministers who were in session at the Farm School.

The attempt of the class in educational methods to practice what they preach was developed by the class arranging their room as they would like to develop their public school room. The details were borrowed from the Parker District School in Greenville, South Carolina, and from Breathitt County School, Kentucky, so that the room was the product of a well-recognized school using freer type of educational expression. The aim of the class was to use the kind of material that was at hand. Boxes were turned into library shelves, a table for the display corner, and a desk for the library. Miss Gretchen Hyder, County Supervisor for Carter County, Tennessee, directed this project.

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## CURRICULUM RESEARCH

STAFF OF THE GENERAL COLLEGE—  
*Report on Problems and Progress of the General College.* Minneapolis: University of Minnesota. June, 1938. 148 p. Mimeographed.

DARLEY, JOHN G., WILLIAMS, CORNELIA T., AND PACE, C. ROBERT—  
*The General College Personnel Research Studies.* Minneapolis: University of Minnesota. May, 1938. 20 p. Mimeographed.

For six years the Minnesota General College has been making perhaps its most extensive and noteworthy effort to develop a college curriculum adequate for contemporary conditions. The first of the above publications presents a personalized history of this effort—mainly, after a nine-page summary of earlier history, that of the past two years. The second presents a slightly more detailed account of the studies of students and adults described in the first.

As the central study, the needs of students and of society were analyzed by committees and then classified in four "core areas": vocational, home, personal, and socio-civic. At this point only does the book go much beyond general description to give particulars—the particular questions and topics recommended for each area being listed from pages 36 to 55. The relationships of previous curriculum divisions—general arts, including film and drama; literature, speech, and writing; social sciences; eugenics; physical science; biological science; and psychology—to the core areas were considered and are reported very briefly (pp. 34, 35). Plans are mentioned for a three-quarter two-hour required course in each core area, each to be

under charge of a coordinator, assisted by examiners and other instructors.

Conclusions concerning the needed data on incoming students, as well as concerning the important current social trends and their educational implications, are also listed.

To aid teachers and to supply data for curriculum revision, studies of both students and adults (former students) were made. One study of students analyzed information on seventy-six items concerning 1,314 individuals—parentage, age, interests, beliefs, adjustments, abilities, and achievements. Others found a relationship between personality-test results and both academic achievement and clinical-diagnosis results, began to test results of academic counselling, found that different kinds of opinion change at different rates, and concerned analyses of attitude and adjustment tests and their results, as well as occupational interests. One hundred students are now being studied in greater detail.

Studies were also made of reading room interests and activities.

Nine hundred fifty fifty-two-page questionnaires were returned from 1,400 former students. They concerned questions whose answers the faculty most needed for guidance, and related to earning a living, home and family life, socio-civic affairs, and personal life. Follow-up interviews were obtained in 200 cases.

Most of the last half of the book deals with attempts within the previous curriculum divisions to get more significant content and teaching, and to test results. The beginning, trial, and abandonment or revision of several

courses or projects in each of these divisions are described in general terms.

The last seven pages summarize efforts of several kinds to evaluate results. An analysis has been begun of numerous subjective evaluations thus far given by the staff, professional visitors, students, relatives of students, and other critics. This involves studying the philosophy of the college and its administration, as well as its relation to the university and to nationwide educational movements. A bibliography is given of staff publications of the past two years.

MOWAT G. FRASER  
University of Michigan

CARLI, RALPH A.—*First Courses in English Literature in Selected Liberal Colleges: A survey and analysis of aims and objectives, content, and methods of teaching first courses in 185 selected liberal colleges.* Buffalo, New York: University of Buffalo. Doctor's Dissertation, 1937. Unpublished.

This is a study of first courses in English literature on the college level. The data of the study were obtained from college catalogs representing 185 state-controlled and privately-endowed liberal colleges and from questionnaires which were sent to teachers of the first courses in English literature. The returns on the questionnaires represented 103 colleges distributed in thirty-nine states and the District of Columbia. The data represented 131 first courses in English literature.

The findings show that seventy-nine of the 131 courses were survey courses;

thirty-one were courses based on the study of individual (*i. e.*, selected) works and authors; thirteen were genre courses; and eight were period courses. The chief aim of the courses, irrespective of type, is the development of literary appreciation. The authors most frequently studied in all courses are Chaucer, Milton, Shakespeare, Wordsworth, Browning, Tennyson, Spenser, Byron, Keats, Shelly, Pope, Arnold, Johnson-Boswell, and Carlyle.

In seventy-seven per cent of all first courses, collateral reading is required, and there is little distinction between the types of courses with respect to the amount of such reading. The genre and period courses have less intensive and more extensive reading than do the other courses. Out of four emphases—historical, biographical, intellectual, esthetic—the intellectual and esthetic emphases are far more important than the historical and biographical for all courses. The prevailing method of teaching in all the types of courses is discussion, lecture, and recitation.

To the present writer this study clearly indicates that college instructors have not thought through the purposes of survey courses in English literature, and have thus failed to adapt the materials and methods to the purposes which such courses are supposed to serve. Until this is done and practice is brought into line with thinking, little progress will be made in the development of survey courses, or for that matter, in any other courses designed to serve similar purposes.

B. O. S.



## REVIEWS

WRIGHTSTONE, J. WAYNE—*Appraisal of Newer Elementary School Practices*. New York City: Bureau of Publications, Teachers College, Columbia University, 1938. 221 pp.

*Appraisal of Newer Elementary School Practices* is a significant contribution in the field of elementary education to the recent attempt to set up comprehensive evaluation procedures for newer curricular practices. Though not as broad in scope, the study may be compared with the Cooperative Study of Secondary School Standards and the work of the Evaluation Staff of the Eight-Year Experimental Study of the Progressive Education Association at the secondary school level. This study supplements and expands the data on the elementary school first presented in the author's *Appraisal of Newer Practices in Selected Public Schools*. (Same publisher, 1935.)

The purposes of this study, according to the author, are: "(1) the survey and analysis of trends in experimental and conventional elementary schools, (2) the construction of new instruments of evaluation, and (3) the application of newly constructed as well as conventional instruments to matched pupils in experimental and conventional types of curriculum programs" (p. iii).

The schools of six communities in the New York City metropolitan area cooperated in furnishing the data for the study. The schools were matched as nearly as possible according to general character, wealth, type of population, and socio-economic status and background. Teachers were matched on training, experience, salary, and pupil-teacher ratio; and pupils on in-

telligence, chronological age, and socio-economic status. Variations on these items were minor, but with three exceptions favored the experimental schools.

Six cardinal objectives, developed by a New York state committee, provided the areas of measurement. These were to help every child: "(1) to understand and practice desirable social relationships, (2) to discover and develop his own individual aptitudes, (3) to cultivate the habit of critical thinking, (4) to appreciate and desire worth-while activities, (5) to gain command of common integrating knowledges and skills, and (6) to develop a sound body and normal mental attitudes" (pp. 213-14).

Recognizing the limitations of the study, the author rightly refuses to draw "comprehensive conclusions," but proposes as hypotheses that "the newer practices are equal to or better than the conventional practices for the acquisition of skills and habits in the instrumental subjects of reading, spelling, language, and arithmetic . . . and that the central units, or topics, of work do not necessarily detract from the achievement of instrumental skills in academic areas of the curriculum" (p. 219). A close analysis of the actual findings reveals only a few extreme differences, but the reader gains the impression that the experimental group fared much better on many unmeasured, less tangible, objectives.

In achieving the stated purposes, the author has made an admirable contribution and met a real need in the first five chapters in summarizing concisely and yet pertinently the historical development of many experimental

practices in schools today and in describing their general application. Chapter six presents the six cardinal objectives; chapters seven and eight a philosophy of evaluation (well expressed) and a comprehensive plan of appraisal. Chapters nine to fourteen describe the evaluation of each of the six objectives, the instruments devised, their application, and the results of appraisal. While tests were available for certain objectives, it was necessary to devise new instruments for information on current affairs, civic beliefs and attitudes, initiative, leadership, cooperation, creative expression, critical thinking, appreciation of worth-while activities, and social adjustment. These ranged in character from paper-and-pencil tests, ratings, and scaling of pupils' products to anecdotal records and controlled-observation techniques.

The chief limitations according to the author include "a lack of adequate measuring instruments to evaluate many significant outcomes, . . . the limited number of pupils, . . . and the fact that rural and urban children were not included (p. v). Other limitations include the danger of attaching too much significance to the differences, the fact that the study is based on the assumption that these six objectives are entirely acceptable and all-inclusive, and the danger that some may assume they were fully measured. The entire study, of course, is based on a philosophy which, if not accepted by the reader, invalidates the findings for him. Two minor criticisms include the definition of the conventional program in such a way that few of even the most conservative would accept it (p. 40), and the limited reference to outstanding curriculum bulletins expressing, sometimes

better, points of view similar to that of the New York bulletin.

The book paves the way to better practices in measurement and provides an extremely useful handbook for developing a comprehensive program of evaluation.

HUGH B. WOOD

Alabama Polytechnic Institute

#### *L'Enseignement des Langues Vivantes.*

Prepared under the direction of V. Franke. Geneva: International Bureau of Education. Publication No. 54. 1937. 227 p.

All teachers of modern languages, and all people who are not certain the last word has been spoken about the advantages to educated persons of knowing well one or more languages in addition to one's native tongue, will enjoy a perusal of the Publication No. 54 of the International Bureau of Education. The report describes in some detail the manner and extent of learning and teaching living languages in the various types of schools of forty-nine different countries.

The bulletin gives the foreign languages studied in each country; the age of students; types of schools which teach foreign languages; and data about teachers, methods, and objectives. There will most likely be a few surprises for those not prepared to believe that in the far East, as in China and Japan, English, French, and German are studied even more than Chinese and Japanese, in the neighboring "foreign" country. Frequent "Pan-American" reports have already made the fact fairly well-known to Americans that in the past decade English, not French, has been the first favored language of the Latin-American countries. The ideal of Chile, how-

ever, seems most worthy of emulation as a cosmopolitan ideal which leaves to popular and individual demands rather than to superimposed choice, the matter of the foreign language to be favored second to the native tongue.

To anyone still unfamiliar with the ways in which radio is on the way to revolutionizing attitudes toward the study of foreign language, the frequent mention of the uses of radio in the "Boletin" will be enlightening. The Chinese report of the use of radio is worth quoting: "Each school (in China) is required to possess a radio; the pupils can easily listen to European programs and accustom the ear to foreign languages. Moreover, the National Broadcasting Post of the Government (at Nanking) gives a daily English lesson of thirty minutes. In the evening, likewise, the latest news is given in English after the news in Chinese."

In not less than three-fourths of the number of countries reporting, two languages are required of all students before the end of secondary school. If the first language was prescribed, the second was almost always a choice permitted from the available languages. The United States and Ireland were the only two countries of the forty-nine definitely reporting a decline in the extent of foreign language instruction in the last decade.

The new radio objective, and the portrayal of a genuinely renewed enthusiasm of the study of living languages is well told in the following statement from the section of the report which indicated evidences of increase in foreign language instruction: "Somewhat generally a tendency is being made evident for intensifying or enriching the teaching of modern languages. Knowledge of lan-

guages is, in fact, almost indispensable at a time like ours when contact with other peoples is facilitated by means of communication perfected by radio, etc., and when one goes from one continent to another in a few hours or in a few days."

EMMA LEE FARMER

Tulsa, Oklahoma

RYAN W. CARSON—*Mental Health Through Education*. New York: The Commonwealth Fund. 1938. 315 p. \$1.50.

Those among us who insist that the personal relationships experienced at school are among the most significant aspects of the curriculum will find much aid and comfort in *Mental Health Through Education*. Furthermore, we are supported in the opinion that no aspect of the curriculum, whether in elementary or secondary schools, is more in need of reform. For example, Dr. Ryan says (p. 31): "Simple friendliness in the school-room would seem to be one of those easily obtainable and obviously desirable conditions for any human enterprise having to do with mental good health, but the visitor to schools finds it in shockingly few of the places he visits." If this is true, and Dr. Ryan's book is based upon extensive school visits throughout the country, there is every reason for making teachers increasingly aware of the fact that their behavior, attitudes, and moods are more important parts of the school's curriculum than are the studied contents of textbooks or the exercises carried on in laboratories and shops.

In the chapter on The School Curriculum, Dr. Ryan points out that despite numberless formulations of educational philosophy that purport to

take the whole child into account (p. 138) "the school curriculum remains, in a large part, excessively narrow and bookish. Not only are the regular school subjects, as the public calls them, firmly entrenched in most schools to the exclusion of nearly everything else, but even these subjects themselves are likely to be handled in oddly unrealistic fashion." Far from defending this condition, the author then cites the findings of mental hygiene research studies, made both in the United States and in England, which show that no small amount of juvenile delinquency, problem behavior, special disabilities in particular subjects, and nervous instability, is traceable more or less directly to holding children rigidly to these narrow curricular tasks.

In general, however, Dr. Ryan's attitude is optimistic and his approach constructive, for he goes on to discuss how the curriculum is improving. He cites new activities in schools, better teaching tools, individual instruction and new methods in elementary and secondary schools as factors which are gradually making curricula more wholesome from the point of view of mental health. In particular, he stresses "The New Humanism" as a force leading to better mental health, describing this movement as giving greater attention to the creative arts as means of self-expression and release from emotional tension. Numerous specific schools that are leading the way by superior curriculum developments are cited.

There are a number of exceptionally thought-provoking chapters in *Mental Health Through Education*. One such deals with school handicaps to mental health, two others treat lacks and trends in the education of teachers,

still others treat school administration, the family and the school, and the community and the school.

Dr. Ryan is greatly to be praised for the restraint he has exercised in discussing so disturbing a topic as mental health, in view of the fact cited by him that more boys and girls now in secondary schools will find their way into hospitals for mental disease than into college. Wherever he has been critical of present educational procedures, he has followed his criticism with a constructive suggestion and usually he has named a place where the idea has taken root or a person who is putting it into actual practice. The book is strongly recommended to all members of the profession.

DANIEL A. PRESCOTT  
Commission on Teacher Education

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LEARY, BERNICE E.—*A Survey of Courses of Study and Other Curriculum Materials Published Since 1934*. Bulletin, 1937, No. 31. Washington: Superintendent of Documents. 1938. 185 p. Paper covers.

The fact that this study is the sixth in a series of surveys of courses of study made by the Office of Education during the past fifteen years indicates the growing importance of curriculum development. In response to a letter sent to state, city, and county superintendents in November, 1936, requesting materials dated 1934 or later, 1,660 courses of study, units of work, book lists, handbooks, programs of study, outlines, and curriculum monographs and bulletins were received.

A feature of this bulletin is the analysis of courses of study in terms

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of construction, objectives, organization, materials, activities, method, flexibility, and measurement. Trends in curriculum construction are illustrated by the citing of specific programs. While many will wish that a more critical evaluation had been made of current curriculum practice, they will understand the limitations surrounding the study.

Some very fine courses of study have been omitted from the classified list of courses because they have not been received by the Office of Education. Gaps are especially evident in the list of state courses of study. With curriculum laboratories being established in every section of the country, some plan of coordinating information about new courses of study and materials should be developed either by the Office of Education or the Society for Curriculum Study.

C. MAURICE WIETING  
Columbia University

SCHULMAN, HARRY MANUEL—*Slums of New York*. New York: Albert and Charles Boni. 1938. 394 p.

Here is a survey of 423 families living in four representative social blocks in Manhattan's slums during prosperity, 1925-26, and of 356 families in the same blocks during depression, 1931-32. Through schedules and

interviews, an effort is made to evaluate the impact of population trends, economic conditions, leisure pursuits, family adjustments, social agencies, and other influences on child life and personality. As seen in these pages, and factual data amply support the findings, adult life is markedly a matter of work, sleep, feeding, and breeding. Neither good times nor bad have had any significant effect on this persistent pattern.

Of particular interest to educators are the four chapters dealing with the social world of the child in each street area. Clearly children are heirs to an outmoded way of life, a way of life typified by poor health habits, low I.Q.'s, narrow educational experience, formal schooling, blind alley jobs, and little or no contact with such character building agencies as do exist. Of equal importance is Shulman's thesis that the school is the institution best fitted to deal with these problems, and his concern with community rebuilding via school programs and coordinating councils is not presented in the detail to which it is entitled. Finally, the volume illustrates the type of material which educational sociologists are finding so vital in developing their work in school and community relations.

LLOYD ALLEN COOK  
Ohio State University



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- BUEHLER, E. C.—*British-American Alliance*. Debater's Help Book Series, Volume V. New York: Noble and Noble. 1938. 389 p. \$2.00.
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- MARX, BARBARA and WHITING, ELIZABETH—*You and Your Lawmakers*. New York: Council for Social Action, 289 Fourth Avenue. 1938. 47 p. Paper covers. 10 cents.
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